

ONTARIO DEPARTMENT OF EDUCATION

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INFORMATION SHEETS

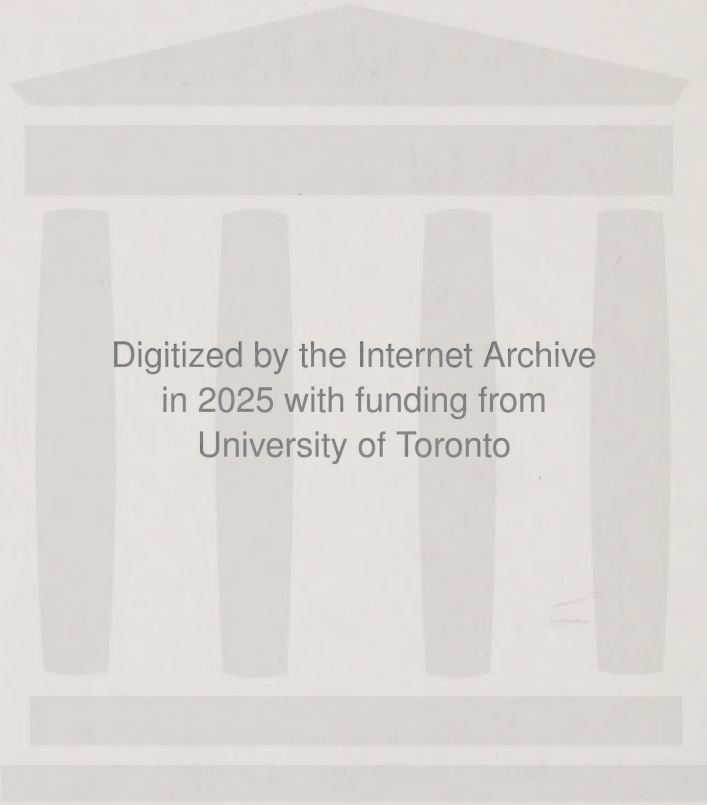
ONTARIO

ELEMENTARY SCHOOL

RADIO BROADCASTS

JANUARY 1968

PROGRAMS PRESENTED BY THE
ONTARIO DEPARTMENT OF EDUCATION
IN CO-OPERATION WITH THE
CANADIAN BROADCASTING CORPORATION



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At Sixes and Sevens

KINDERGARTEN TO GRADE THREE

WEDNESDAYS, 2:10 – 2:30 P.M.

The style of the Winter Term broadcasts will be similar to that of the Fall. Within this framework, however, some changes which you have suggested in your letters to us, will be incorporated. (e.g. “Paddington” stories will be “broken” by songs, or other relaxing ideas to ease the tension of concentrated listening.)

We are most grateful to you for taking time to send us letters, drawings, pictures, paintings, poems and stories (no songs, yet) which your children have created in direct response to the broadcasts. Your accompanying notes and letters have been of great help to us – and make us feel closer to you and your classroom. When your children have been particularly motivated to “do” something as a result of a program, we appreciate sharing in the fun they have had.

At the risk of repeating ourselves (see Ontario Elementary School Radio Broadcasts manual, pages 14, 15) may we urge you most strongly to assess the quality of the listening situation in your school. Radio has nothing to carry experiences but the sound waves we create in the studio and which your receiving equipment picks up. In production, constant, concentrated attention is given to the recording of full, rich, yet subtle sound. Some of this is inevitably lost in transmission. If your receiving equipment is of poor calibre, if it is not finely tuned to the station, if the volume is set too low, what you will hear is a thin shadow of the sound which was originally created for you to enjoy. Two radios are better than one! Listening is a physically and emotionally challenging skill to master – and particularly so for young children in our present-day TV culture. If you hope to teach children to listen meaningfully and with pleasure, provide as your teaching vehicle, the best quality of sound you can. The broadcast sound should surround each child so he can immerse himself in the flow of the experience without having to strain to hear the details. If he *can* hear, he will learn to listen.

1. *January 10 . . .* LANGUAGE

T.J. and Mr. Maitland have to decide on the new name for the series. They discuss several of the ideas sent in by children – and select one.

2. *January 17 . . .* DANCE

Your children will explore elements of winter in dance. Give them lots of clear floor-space for their work.

3. *January 24 . . .* STORY-TELLING

Today's story is about Paddington Bear's first experience with snow. (From More About Paddington, Chapter 5.)

4. *January 31 . . .* LANGUAGE

Mr. Maitland takes T.J. to the riding stable and T.J. has an adventure.

5. *February 7 . . .* MUSIC

Children in the studio explore imitative sounds with voice and instruments.

6. *February 14 . . .* STORY-TELLING

Paddington Bear tries a “do-it-yourself” project and runs into problems – as only he can! (From Paddington Helps Out, Chapter 3.)

7. *February 21 . . .* DANCE

Rhythms of work provide the basis for this dance experience.

8. *February 28 . . .* MUSIC

Children in the studio re-create sounds and rhythms of work in song and chant.

9. *March 6 . . .* LANGUAGE

Mr. Maitland is sick and T.J. decides to look after him.

10. *March 13 . . .* SPECIAL

As this is a very “restless” time of year for the children, this special program will stimulate them with poetry, sound and story to act out their own dramatic ideas. Clear floor-space as you would for a dance broadcast. Let us know how it works.

Now Hear This

GRADES FOUR AND FIVE

THURSDAYS, 2:03 – 2:30 P.M.

The people who are developing *Now Hear This* want to thank you, teachers and pupils, for your comments on the fall programming. Because of your response we are making some changes in this term's programming and keeping the best of the past.

Now Hear This is continuing to be an examination of ourselves in our own culture. Again, each of the programs in its own way takes a look at man, what he has done, what he is doing, what he may do.

Now Hear This will bring you DOCUMENTARIES and ACTUALITIES but WITH A NEW LOOK. We have acquired a ROVING REPORTER. With his portable tape recorder, OUR ROVING REPORTER will take us behind the scenes and let us in on the difficulties, problems, excitements and successes of making documentaries. He will talk to all kinds of people about all kinds of things; the topic for the day is listed below.

Now Hear This will bring you ACTIVITY programs in which the children are invited to participate during the broadcast through movement and dramatic expression. These offer a wonderful chance for the teacher to observe the class as individuals at work. Each child will respond in his own way and with his own intensity.

Some of the titles of the broadcasts may not indicate the breadth of experience they contain. The dance programs, for instance, are as much a LANGUAGE experience as they are one of movement, as the children dance to stories, poems and words. Of course language experience is basic to the listening of all the programs, be they Folk Song or Radio Theatre.

And last but not least, a word about listening *again*. Please refer to the words about listening in the *At Sixes and Sevens* notes. Remember that at-home listening may require only one radio, for the rooms are smaller, and the people fewer; but in a classroom two radios ARE better than one.

1. *January 11 . . .* MAN AND HIS WEATHER (Science, Language, Social Studies)

OUR ROVING REPORTER investigates weather. He talks to people involved in the latest methods of weather forecasting. He explores the possibility of man controlling climates. This program will not only offer information about the weather, but it will also reveal some of the techniques, problems, hazards and excitements of collecting interviews and actuality material for a documentary, as we follow OUR ROVING REPORTER on his journey.

Your class may want to become roving reporters themselves.

2. *January 18 . . .* MAN EXPLORES THROUGH DANCE
(Physical Education, Language)

CLEAR AS LARGE A SPACE AS POSSIBLE. Your children will be dancing throughout the program, so, for greater freedom, they should work in shorts, T-shirts and bare feet. Your children will explore weather phenomena and space travel in Dance.

3. *January 25 . . .* MAN EXPRESSES HIMSELF IN SONG
(Music, Language)

A baby cries to express his feeling of need, and as he gets older, man organizes his cries. Although he may satisfy many of his needs through action, some wishes he cannot fulfil. He sings his dissatisfaction, and today we will examine how FOLK SONG is the outlet of the oppressed.

4. *February 1 . . .* MAN OBSERVES THE UNIVERSE

OUR ROVING REPORTER is back on the air inquiring into the ways by which man finds out about his universe. He will try to find out about such things as optical telescopes, radio telescopes, equipment sent into space and men in space. Again OUR ROVING REPORTER will let us in on the background of his job.

5. *February 8 . . .* MAN EXPRESSES HIMSELF THROUGH
DRAMA

"Man is the only animal to be troubled by time." (Arthur C. Clarke)

This program will encourage children to act out imaginative situations stimulated by concepts of time.

Give your children room to move by clearing as large a floor-space as possible for them to work in.

6. *February 15 . . .* MAN PROTECTS HIMSELF WITH SCIENCE
(Science, Social Studies)

OUR ROVING REPORTER investigates the use of science in modern crime detection.

7. *February 22 . . .* MAN EXPRESSES HIMSELF THROUGH
DANCE (Physical Education, Language)

Your children are going to dance again and should have as much clear floor-space as possible to work in.

8. *February 29 . . .* MAN EXPRESSES HIMSELF IN SONG
(Music, Language, Social Studies)

This program illustrates the contribution of the negro to FOLK SONG in North America.

9. *March 7 . . .* MAN EXPRESSES HIMSELF THROUGH
DRAMA

Our world is one of conflict; our children are not untouched by this. Theirs is a world of conflict too. This program will stimulate your children to work out different ideas of conflict in dramatic play.

Give your children room to move by clearing as large a floor-space as possible for them to work in.

10. *March 14 . . .* MAN EXPRESSES HIMSELF IN STORY

The stories of our own Northland describe man's struggle against nature. Today, a dramatized story of the North is presented.

A World Unlimited

GRADE SIX

MONDAYS, 2:03 – 2:30 P.M.

In this winter series some of the questions raised in the fall broadcasts will be explored in detail. As before, teachers' suggestions and criticisms would be most welcome. Below is a description of each broadcast with a list of visual aids helpful during broadcast times. In addition, special lists of audio-visual material (and sources of supply) have been prepared for each broadcast for possible use in classroom follow-up activities. These lists may be ordered from:

A WORLD UNLIMITED,
Canadian Broadcasting Corporation,
Box 500, Terminal A,
Toronto, Ontario.

1. *January 8 . . .* MUSIC

A program of music from every corner of today's world, designed to enchant the listener, deepen appreciation, present a general picture of music-making, stimulate imagination and direct interest, and to give another reason for learning the fundamentals of music in the classroom. Aids: pictures of all kinds of musical instruments or actual instruments where possible.

2. *January 15 . . .* DRAMA

This broadcast will use extracts from the world's finest theatre in order to answer the question "Why does man want to act?". The development of many kinds of play-acting throughout history will be touched upon, from puppetry and pantomime to contemporary works. Aids: pictures of theatres, sets, actors in costume, TV studios in use, copies of plays and a set of grease paints if available.

3. *January 22 . . .* LANGUAGE

A half-hour exploration of word-power and words as symbols and sounds conveying meaning, using pieces of the best literature, this program will trace certain words from their historical origin through the changes of time to present-day usage. As on all the broadcasts, the material will be simply pre-

sented and as exciting as possible. Aids: charts comparing historical alphabets, on the blackboard some symbols in use today (from mathematics, chemistry, etc.), and if possible some recordings of other languages being spoken.

4. *January 29 . . .* COMMUNICATIONS AND MEDIA

Using a recent item in the news and conflicting reports about it, this broadcast will attempt to motivate the child to discover sources of information, to be critical of these sources, to assume responsibility for being properly informed, and for getting at the facts. Aids: a varied collection of publications both good and bad.

5. *February 5 . . .* CIVICS

Using anecdotes from history and current events, this broadcast will attempt to stimulate interest in what it takes to be a good citizen, and will explain the duties, responsibilities, and rewards of citizenship. As in the last broadcast, the material will be both interesting and controversial. Aids: sample of a ballot, pictures of governmental systems – large and small – all over the world.

6. *February 12 . . .* HISTORY AND GEOGRAPHY

The object of this broadcast is to show how geography affects history and culture beginning with evolution and ending at the present day. Aids: large map of the world, smaller maps showing mountain ranges, waterways, deserts, and the like.

7. *February 19 . . .* THE SCIENCES

By investigating how a scientist goes about his work, both the good points and the limitations of science are revealed. The broadcast will raise two issues: the injustice history has done science in the past, and the injustice that science may do to the future if we let it. Aids: pictures of great discoverers and discoveries out of the whole history of science.

8. *February 26 . . .* ART

What good is art? This broadcast will give some answers to that question, and will attempt to deepen appreciation and broaden horizons by exploring the meaning and methods of art. Aid: a colour reproduction of Picasso's "Guernica."

9. *March 4 . . .* MUSIC

With attention to rhythm and melody, this presentation will involve the child in making music by deepening his awareness of sound and by stimulating his imagination. Classes will be asked to participate during the broadcast and teachers may prepare by explaining the terms, rhythm, melody, music, and by exposing the children to different kinds of rhythm in advance.

10. *March 11 . . .* DANCE AND PHYSICAL ACTIVITY

The aim of this half-hour is to deepen the child's awareness of the grace and beauty of movement as a means of expression. Aids: children will be asked to move during the broadcast so class-rooms should provide some open space (the more the better); also each child should be asked in advance to bring a square of coloured cloth approximately 3 feet by 3 feet and have it on his desk as the program begins.

SPECIAL NOTES

PLEASE NOTE:

1. Program Information sheets for the Spring Term will be forwarded to the principals of elementary schools and therefore will not have to be requested.
2. Programs in Guidance will be presented Tuesdays, 2:03 – 2:30 P.M. instead of 2:03 – 2:15 P.M.
3. The dates for the History broadcasts will be March 26, April 2, April 9, April 16 and April 23. This is a change from previous listings.

